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ABSTRACT

The Florida State Standards Council was created by the Florida Police Standards Act (1967) to improve the state's training program. The adoption of mandatory 200-hour recruit training has provided a program which is meeting local needs for more and better trained law enforcement recruit personnel; there is need for the development and establishment of programs in law enforcement supervision and management. Eighteen junior colleges offer associate degree law enforcement programs; one-year certificate programs are offered by scme. Representatives of junior colleges and law enforcement agencies have suggested a core of knowledge in nine law enforcement areas for structuring certificate and associate degree programs. Inservice and educational programs are needed to build and expand the framework of a total program for the state. (Appendixes include the 1967 Florida statutes, the rules of the council, and the recommended prcgrams.) (NL)

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LEAA GRANT 350

FINAL PROJECT REPORT

DEVELOPMENT
POLICE TRAINING AND EDUCATION IN FLORIDA

Report of Survey Findings and Program Recommendations

Prepared By

Warren E. Headlough
Project Director

AC008679

FLORIDA POLICE STANDARDS COUNCIL
Tallahassee, Florida

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POLICE STANDARDS COUNCIL
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CLAUDE R. KIRK, JR.
GOVERNOR
JACK LEDDEN
EXECUTIVE DIRECTOR

July 18, 1969

TO ALL RECIPIENTS:

It is with pride we present the Final Report of the Florida Police Standards Council's Project, Office of Law Enforcement Assistance Grant #350.

The use of this grant has given Florida great impetus in arriving at a method of making available to all law enforcement an Associate Degree Program in Florida's 27 Junior Colleges.

This provides an outlet for many peace officers who were grandfathered under the Police Standards' Act in 1967 and also sets the stage for those who wish to proceed toward a Baccalaureate Degree.

The upgrading of Florida law enforcement by standardization of training procedures is bound to produce more sophisticated law enforcement in Florida.

The purpose of this report and its appendicies is to assist all policemen and public officials in better understanding the training objectives of the Florida Police Standards Council.

Deep appreciation is extended to the OLEA for the Grant which made this report possible.

Sincerely,

Jack Ledden

Jack Ledden
Executive Director

JL/ph

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PART ONE

PROJECT SUMMARY

SUMMARY

This project was supported by Grant No. 350 awarded by the Attorney General, under the Law Enforcement Assistance Act of 1965, to the Florida Police Standards Council, referred to in this report as the "Council". Grant No. 350 was designated a "Special Program". Its purpose was to provide the necessary foundation of knowledge and understanding needed to further develop and expand the total law enforcement program in Florida in the areas of in-service and associate degree training and education.

The Florida Police Standards Act was established in 1967 by Florida's Legislature and signed into law by Governor Claude R. Kirk, Jr., on June 21, 1967. This Act created the Council for the purpose of promulgating rules and regulations for the administration of the law, with major responsibility for establishment of uniform minimum standards for employment of police officers and to consult and cooperate with municipalities, this State, or any political subdivision thereof and with universities, colleges, junior colleges and other educational institutions concerning development of police training schools and programs or courses of instruction, including, but not limited to, education and training in the areas of police science, police administration and all allied and supporting fields.

The 12-man Council consists of the State Attorney General, the State Commissioner of Education, the Director of Florida's Highway Patrol, the Special Agent of the Federal Bureau of Investigation in charge of training in Florida, plus eight members appointed by the Governor for terms of four years. These are: Three county sheriffs, three police chiefs and two police officers who are neither sheriffs nor chiefs of police, all with a minimum of eight years of law enforcement experience.

In carrying out its duties and responsibilities, the Council formally adopted the 200-hour minimum recruit training program on February 8, 1968. At this time, the Council also established procedures for fingerprints, made recommendations for physical and dental examinations and outlined key subject areas to be used in making background checks on police recruits.

The Council's primary minimum achievement objectives are: (1) The development and expansion of progressive law enforcement training and educational programs in response to local needs. (2) Develop appropriate curricula for courses required in training programs. (3) Insure an adequate number of certified training locations and facilities throughout the State. (4) Insure certified training schools have responsible training coordinators and adequate certified law enforcement instructors. (5) Develop and provide appropriate guidelines and instructor manuals. (6) Develop and establish additional training programs beyond the recruit level. (7) Develop and expand in-service and associate degree law enforcement training and educational programs.

Project Grant No. 350 was awarded to the Council on April 12, 1968, and the organization stage of the project was undertaken by the Project Director with assumption of responsibilities on November 1, 1968. Project activity was organized in three phases. The first, to be personal consultation visits with educational officials in each of Florida's 27 junior colleges and similar visits with local law enforcement administrators and staffs. The second, to hold regional workshop conferences with educational and law enforcement officials, and third, to hold a state workshop conference to finalize project activity.

Major project goals established were: (1) Feasibility of utilization of junior colleges for advanced training. (2) Study and evaluate fitting law enforcement courses into existing junior college academic schedules. (3) Determine educational officials' desire to undertake law enforcement advanced training and education. (4) Determine local law enforcement advanced training and educational needs. (5) Evaluate depth and scope of advanced training and educational program requirements. (6) Project concentration directed at establishing training and education opportunity for personnel "grandfathered" under the Florida Police Standards Act of 1967. (7) Recommend body of knowledge core areas necessary for structure of advanced training and educational programs.

Project work progressed at an acceptable pace during the time span allocated to the project. Project field visits, consultations and conferences were extensive and time-consuming. Over 70 educational and 55 law enforcement officials were conferred with during the project period. Travel time was a major factor with over 11,000 miles traveled by automobile. The advice, assistance and effort put forth by Council members, the Executive Director and staff, consultants from American Association of Junior Colleges and International Association of Chiefs of Police, the State Department of Education, officials of junior colleges and local law enforcement agencies has insured a successful completion of the project.

Project findings show that the adoption of the mandatory 200-hour recruit training program has provided Florida with a program which is meeting the local needs for more and better trained law enforcement recruit personnel.

The requirement for more and better trained law enforcement supervisory and management personnel exists at the present time. Results of the project indicate an essential need for development and establishment of training programs in law enforcement supervision and management which at present are not availalbe from a statewide application. With the geographical locations conducive to quick and easy accessability from all areas of the State, utilization of the junior college system for law enforcement training programs is warranted.

Prior to 1967, there was no State Police Standards Council to provide guidance and assistance in the area of law enforcement education. Florida junior colleges accepted the challenge and developed law enforcement curricula. This was limited in initial stages but has developed in recent years so that at present there are 18 of the 27 junior colleges offering associate degree law enforcement programs. Examination of programs being offered show a substantial variety in curricula from one institution to another.

Certificate programs in law enforcement, generally one-year programs, are offered by some junior colleges and are compatible with associate degrees offered. It was found a great percentage of students completing the certificate program become educationally motivated and continue toward attainment of an associate degree.

During the project state workshop conference, it was unanimously agreed by the junior colleges and law enforcement agencies, a body of knowledge core in nine law enforcement professional areas would be accepted for structuring certificate and associate degree programs.

The nine areas would encompass 27 credit hours, meet minimum credit hour transfer provision of the LEAA Law Enforcement Educational Program and generally follow the balanced program structure recommended by the American Association of Junior Colleges and endorsed by IACP. The areas selected are: (1) Introduction to Law Enforcement. (2) Criminal Investigation. (3) Criminal Law. (4) Police Administration and Organization. (5) Introduction to Criminalistics. (6) Criminal Evidence and Procedure. (7) Traffic Administration. (8) Deviant Behavior. (9) Police Operations.

It is concluded that the need for development of in-service and educational programs to build and expand the framework of a total program for the State of Florida and the law enforcement personnel who provide service to its citizens in maintaining the peace, is essential.

Finalization of this project is made for study and consideration by the Council and will, hopefully, aid in final adoption of in-service training and educational programs for the law enforcement service of Florida.

PART TWO

FLORIDA POLICE STANDARDS COUNCIL

CHAPTER I

BACKGROUND

In the early days and prior to 1967, police training for new officers in Florida was afforded on a local departmental basis only. Consequently, there was not a great deal of semblance of order in uniformity or standardization of basic training for new officers throughout the State. In the medium-sized and smaller departments, little or no actual training was afforded all too many new police officers upon their appointment.

In years leading up to 1967, more and more progressive minded police administration in Florida began to recognize a great need to upgrade law enforcement service by instituting a higher level of training and improvement of the selection process in acquiring new recruits.

The Florida law enforcement family collectively also recognized the need for upgrading law enforcement service. Through official organizations such as: Florida Chiefs of Police Association, Florida Sheriffs' Association, Florida Peace Officers' Association and Fraternal Order of Police, efforts were undertaken to bring this matter to the attention of Florida's Governor and legislators. Other interested groups and individuals gave assistance.

These efforts finally prompted Florida's legislative body to pass an Act to establish the Florida Police Standards Council, paving the way for a progressive program to upgrade law enforcement at all levels.

LEGISLATION

The bill relating to Florida Police Standards Council was introduced in the Florida Legislature by Representative Murray H. Dubbin, 95th District, Dade County. The Senate sponsor was Senator C. W. Bill Young, 19th District, Pinellas and Pasco Counties. Both Houses had a number of co-sponsors supporting this bill. During deliberations on the bill, it was felt by some such an Act should be voluntary. However, after considerable discussion, this approach was deemed impractical if such a program was to be effective.

The bill successfully passed both Houses and was signed into law by Governor Claude R. Kirk, Jr., June 21, 1967. This Act is known and officially listed as the "Florida Police Standards Council Act".

The aforementioned sponsors and supporters of the Florida Police Standards Council Act continue to support the upgrading and professionalization of law enforcement service in the State, and closely observe the results of the program now in effect.

THE COUNCIL AND ITS DUTIES

An Act established Florida Police Standards Council for the purpose of promulgating rules and regulations for the administration of the law, with major responsibility for establishment of uniform minimum standards for employment and training of police officers.

The 12-man Council consists of the State Attorney General, the State Commissioner of Education, the Director of Florida's Highway Patrol, the Special Agent of the Federal Bureau of Investigation in charge of training in Florida, plus eight members appointed by the Governor for terms of four years. These are: three county sheriffs, three police chiefs and two police officers who are neither sheriffs nor police chiefs, all with a minimum of eight years of law enforcement experience.

The Council also employs an Executive Director, Program Director, Project Director and Field Coordinator, plus necessary secretarial personnel to carry out administrative functions and aid in implementing and conducting the overall Council programs.

Under provisions of the Act, the Council has additional responsibilities to consult and cooperate with municipalities, the State, or political subdivisions thereof, universities, colleges, junior colleges and other educational institutions concerning development of police training schools, programs and courses of instruction including education and training in areas of police science, police administration and all allied and supporting fields.

The Council also has the responsibility of developing curriculum, and certifying approved schools and instructors for the purpose of providing basic training for recruits as well as in-service training for police officers.

The Council's sub-committees consist of an Executive Committee, Finance and Legislative Committee, and the Curriculum and Standards Committee.

CHAPTER II

PROGRESS

COUNCIL ORGANIZATION

The Florida Police Standards Council was organized and held its inaugural meeting in the Cabinet Room of the State Capitol on October 2, 1967, with Governor Claude R. Kirk, Jr., presiding. The four permanent members of the Council were introduced and appointments to the Council were announced by the Governor.

Since its organization, the Council has had five changes in its membership due to retirement from law enforcement work, changes in law enforcement employment, resignations and completion of initial terms. The present membership of the Council with Honorable Earl Faircloth, State Attorney General elected Chairman, is as follows:

Honorable Earl Faircloth
Attorney General

Colonel H. N. Kirkman
Director of Public Safety

Mr. J. M. Crevasse
Sheriff, Alachua County

Mr. Dale Carson
Sheriff, Duval County

Mr. Don Genung
Sheriff, Pinellas County

Major Charles Otero
Tampa Police Department

Honorable Floyd T. Christian
Commissioner of Education

Mr. Robert E. Gebhardt
Agent in Charge, FBI, Jacksonville

Chief K. C. Alvarez
Ocala Police Department

Chief Francis Scott
Sarasota Police Department

Chief D. P. Caldwell
Pensacola Police Department

Lieutenant James W. Reese
Miami Police Department

EXECUTIVE DIRECTOR AND STAFF

At the Council's inaugural meeting, Mr. Jack Ledden was employed as Executive Director. Mr. Ledden was born in Salamanca, New York, and received a B.A. degree from St. Bonaventure College. In 1967, following a 39-year career in newspaper, TV and public relations business, Mr. Ledden joined the staff of Governor Claude R. Kirk, Jr., as Administrative Assistant dealing with the Governor's "War on Crime".

Mr. Ledden assumed his official duties immediately. With the aid of a secretary, he conducted administrative affairs of the Council from the Florida Industrial Commission Complex, Caldwell Building, 107 E. Madison Street, Tallahassee, Florida.

Mr. Ledden and the Council expended extensive effort to screen available personnel with proper background to fill the staff positions of Program Director, Project Director and Field Coordinator. This effort resulted in employment by the Council of Mr. Donald Fish, Program Director; Mr. Warren E. Headlough, Project Director and Mr. Louis Rausch, Field Coordinator.

Mr. Fish has extensive law enforcement training and educational background, having attended the University of Maryland, Pennsylvania State University and various training schools and police academies. He was formerly with the Tampa Police Department, serving as Sergeant, Training Officer, Tampa Police Academy, for six years.

Prior to coming to Tampa, Mr. Fish was a member of the Baltimore Police Department for seven years. His primary responsibility as Program Director is to administer the Council's 200-hour minimum recruit training program in police academies and schools throughout the State.

Mr. Headlough was formerly with the Office of Public Safety, United States Department of State, serving as Senior Advisor to the Assistant Director General National Police, Republic of South Vietnam, for four years. In connection with law enforcement, Mr. Headlough attended the San Antonio Police Academy, International Police Academy and the Foreign Service Institute. He received his formal education at the University of Maryland and is a retired United States Army Officer with over 20 years of service. His primary responsibility as Project Director is to conduct surveys and research in pertinent areas to develop and implement an in-service and associate degree advanced training and educational program in the junior college system of the State.

Mr. Rausch is retired from the Miami Police Department, having 20 years of law enforcement experience. Prior to coming to Florida, he was affiliated with the Traffic Safety Association of Detroit as Director of Government Activities. During this period, he was appointed by former Michigan Governor George Romney to serve on the Governor's Special Commission on Traffic Safety. Mr. Rausch attended Michigan State and Purdue Universities and has served as consultant and lecturer at universities and colleges in the field of law enforcement.

As Field Coordinator, Mr. Rausch has primary responsibility for general field coordination of the Council's program and project activities, including special program activities.

COUNCIL ACTIVITIES

Two noteworthy steps were taken by the Council during the final three months of 1967. First was to authorize an International Association Chiefs of Police study of Police Standards' needs in Florida under a grant from the Ford Foundation. The other was to name a council sub-committee headed by former Chief Willis Booth of Clearwater, to create a 200-hour minimum recruit basic training curriculum.

The Council formally adopted the 200-hour minimum curriculum presented by the sub-committee February 8, 1968. At this time, the Council also established procedures for fingerprints, made recommendations for physical and dental examinations and outlined key subject areas to be used in making background checks on police recruits.

The Council unanimously adopted on May 24, 1968, the model Police Standards Council program compiled from the Ford Foundation study and presented by the International Association Chiefs of Police. This program was subsequently adopted unanimously as a national model by State Directors of Police Standards' training.

The Council moved in early 1968 to relieve a serious budgetary problem involving capital outlay and personnel areas. Governor Claude R. Kirk, Jr., provided $25,000 from his contingency fund in trust and the Legislature provided a $100,000 bulk sum appropriation to finance operations. This action gave the Council funding to alleviate a personnel problem and to provide adequate office space and equipment.

To create a foundation for future Council program expansion and progress, Executive Director Ledden made application to the Office of Law Enforcement Assistance, U. S. Department of Justice, for funds to conduct a survey and research project to formulate an in-service advanced training and associate degree program which could be implemented in the junior college system of Florida. This grant was activated by the Council's Project Director on November 1, 1968. Contents of this report finalize this project undertaking.

During 1967-68, a total of 28 basic recruit training schools and police academies were certified by the Council's staff. Over 900 graduates completed training and received certificates in the first full year of operation. To date the total of certified schools number 38 with 1,954 officers having completed training. Staffing these schools are 791 certified law enforcement instructors.

Three major areas occupied the attention of the Council during the final months of 1968. One involved content of a manual for guidelines to police departments; the second, a manual for certified law enforcement instructors and the third to arrange for conducting six certified instructors' seminars.

The manual for police departments is currently being distributed and the instructors' manual will be processed in the near future.

The planned instructor seminars have been conducted at six locations throughout the State utilizing eminently qualified consultants.

CHAPTER III

OBJECTIVES

The objectives deemed necessary to accomplish the upgrading and professionalization of Florida's law enforcement service are definitely set forth in the Florida Police Standards Act. Included is establishment of minimum standards and requirements for employment, schools, curriculum and instructors and outlining the duties and responsibilities of the Council.

The Act allows for an acceptable degree of latitude to the Council in its discretion, to initiate, administrate and monitor Florida's law enforcement basic recruit, advanced and specialized training programs, as well as advise, recommend and coordinate in-service and associate degree educational law enforcement programs.

The Council, its Executive Director and staff, fully recognize their obligation under the Act and constantly strive for achievement in the various aspects of upgrading and professionalizing law enforcement service in Florida. The Council's primary minimum achievement objectives are:

1. The development and expansion of progressive law enforcement training and educational programs in response to local needs in conformance with provisions of the Florida Police Standards Act.

2. Develop appropriate curricula for the courses required in various approved law enforcement training programs.

3. Insure an adequate number of approved and certified training locations and facilities throughout the State in order to accommodate the influx of trainees.

4. Insure approved and certified training schools have responsible training coordinators and adequate certified law enforcement instructors to include providing the necessary coordination and assistance in obtaining such instructors from the Federal Bureau of Investigation, Florida Highway Patrol and other professional law enforcement agencies.

5. Develop and provide appropriate guidelines and instructor manuals to facilitate and support the Council's implementation of a basic recruit training program.

6. Formulate and establish additional training programs beyond the recruit level to include intermediate or advanced training in law enforcement supervision, management and specialized fields.

7. Conduct a survey and research project for the purpose of development and subsequent implementation of an in-service and associate degree law enforcement training and educational program in Florida's junior college system.

PART THREE

BACKGROUND AND SCOPE OF PROJECT

CHAPTER IV

SURVEY PROJECT ORGANIZATION AND GOALS

INTRODUCTION

A comprehensive plan, both short-term and long-term, for the systematic training and educational needs of local law enforcement officers on a statewide basis requires careful decision making. Decision making of such importance requires a sound foundation of understanding and knowledge concerning the scope and status of training and education in law enforcement throughout the State.

The Florida Police Standards Council, following adoption and implementation of the basic recruit 200-hour minimum training program, deemed it appropriate in accordance with responsibilities set forth in the Police Standards law, to have a survey and research study made to determine the scope and status of in-service and associate degree training and education in Florida's junior college system.

This study would provide the necessary foundation of understanding and knowledge needed to formulate and have implemented an in-service and associate degree advanced training and educational law enforcement program in the junior college system of Florida.

To accomplish such a needed survey and research study effort, application for grant funds was made to the Office of Law Enforcement Assistance, U. S. Department of Justice, April 12, 1968. Grant No. 350 was awarded by the U. S. Attorney General under the Law Enforcement Assistance Act of 1965, to the Florida Police Standards Council.

Grant No. 350 was designated a "Special Program". Its purpose was development of an in-service and associate degree advanced training and educational law enforcement program directed toward the junior college system of Florida.

PROJECT ORGANIZATION

The organization stage of the project was undertaken by the Project Director with assumption of his responsibilities on November 1, 1968. To accomplish this, it was found necessary to spend an appropriate amount of time in job orientation and to study in detail the terms of the project grant.

The Project Director found there were no specific guidelines set forth by the Council to guide his actions or procedures in the performance of his assignment. There were only the conditions set down in the specific goals established in the grantee's original application to Office of Law Enforcement Assistance.

In order to gain a sense of direction in the process of developing the project work, it was determined it would be necessary to establish a format and method of procedures in the mechanics of the project work, and determine the depth in which the essential elements of the project could be carried out.

To formulate the overall plan, it was deemed necessary to utilize consultants who were already established in the law enforcement training and educational field and related areas, to gain knowledge from their experience and opinions. This was accomplished with arrangements for consultations with Mr. James D. Stinchcomb, Public Affairs Specialist, American Association of Junior Colleges;

Mr. Thompson S. Crockett, Professional Standards Division, International Association Chiefs of Police and Dr. Thomas W. Strickland, Director, Technical and Health Occupations Education, Florida Department of Education.

A most useful tool, and considered a necessity, was availability of law enforcement text books, training material, Florida Junior College catalogs, as well as other publications of similar nature from Maryland, New Jersey, Ohio, Michigan, International Association Chiefs of Police and American Association of Junior Colleges.

Furthermore, the Florida Police Standards Council, Executive Director and staff and various members of Council were a constant source of advice, guidance and assistance while carrying out the project work. In this respect, Major Charles Otero, Director, Personnel and Training Division, Tampa Police Department, and Chairman, Training and Curriculum sub-committee, Florida Police Standards Council, devoted his personal time and effort and worked very closely with the Project Director during the course of project activity.

In developing project activity, it was deemed advisable to carry out the project in three phases. The first,to be personal consultation visits with the education officials at each of Florida's 27 junior colleges as well as similar visits with local law enforcement administrators and members of their staffs. The second, to hold regional workshop conferences with educational and law enforcement officials and third, to hold a state workshop conference to finalize project activity.

To accomplish this, it was necessary to sub-divide the State into four regions based on the geographical locations of the 27 junior colleges. Utilizing a regional concept allowed for determination of educational institutions and law enforcement officials' involvement in regional workshop conference activity to complete the second phase of the project. Following completion of regional conferences, the state conference could be held with educational and law enforcement officials who had participated in both the first and second phases of the project.

Formal written field data reports to the Executive Director and Council members were made on the consultation visits to the junior colleges and local law enforcement agencies. Detailed reports were also made on each of the regional workshop conferences and the state conference. Such reports provided the necessary background data foundation in which conclusions and subsequent recommendations could be made to the Council and the final project report prepared and submitted.

PROJECT GOALS

Considering the fact Florida Police Standards Council was relatively a new State governmental agency at the time Project Grant No. 350 was initiated, it was considered essential the project establish a fundamental foundation in which to formulate and subsequently implement an advance training and educational program for Florida's law enforcement officers.

To insure such a fundamental foundation, it was determined project activity should encompass, but not be limited to, the following major essential project goals:

1. Determine feasibility of utilization of Florida's junior college system for law enforcement advanced training and education.

2. Study of existing junior college courses in law enforcement subjects and evaluate fitting law enforcement courses into existing academic schedules.

3. Study of junior college facilities and educational officials' desire to undertake presentation in law enforcement advanced training and associate degree programs.

4. Determine local law enforcement advanced training and educational needs, student pool and problems created by in-service training and educational time schedule directed toward daily class attendance.

5. Evaluate depth and scope of advanced training and educational program requirements for Florida law enforcement personnel to realize recognition for professional training and education.

6. Project concentration directed at establishing in-service advanced training and associate degree programs in the State junior colleges to provide attraction and opportunity for law enforcement personnel who are "grandfathered" under the Florida Police Standards Act of 1967.

7. Recommend to the Council the law enforcement body of knowledge core areas which the structure of advanced training and associate degree program curricula may be formulated and produced in the State junior college system.

CHAPTER V

PROJECT METHODOLOGY

PROBLEM AREAS

Much deliberation was necessary to carry out the organizational concept and goals of the project and to insure results which the Council, State Department of Education, junior colleges and local law enforcement agencies would consider suitable to meet the needs for advanced training and education.

This proved to be somewhat of a tedious task. However, practical experience, imbued with the advice, opinions and assistance derived from many consultations, discussions and research study, enabled the Project Director to work out a fairly comprehensive and logical method of procedure to develop the conclusions and recommendations contained in the final project report. Two main areas of concern were:

1. Geographical Characteristics of the State Affecting Law Enforcement

Florida is a peninsula state geographically. Its extreme length is 447 miles, and 361 miles at the widest point between the Atlantic ocean on the east and Perdido River on the west.

Within its borders, 6,160,000 citizens are scattered from the sparsely settled rural communities from the Everglades in the south through the central parts of the State to the heavily populated areas along the Atlantic and Gulf of Mexico coasts.

There are 67 counties encompassing 390 municipalities in Florida.

Most of the municipalities have populations of less than 5,000. 335 of the municipalities have police departments consisting of at least one full-time officer. Over three-quarters of the departments, or 305, serve populations of less than 25,000. Therefore, there are only 30 police departments in the State which serve populations in excess of 25,000.

As of January, 1969, there were 6,331 full time municipal police officers in Florida. Of this number, 4,819 were serving the 30 municipalities with populations in excess of 25,000.

This data serves to underline the contrasts which exist throughout the State. There is no doubt that these varying conditions have direct effect on the amount of advanced training and education given to supervisory and administrative personnel throughout the State. Many of these men, in the past, have received little or no training when they assumed their additional responsibilities. Also, their professional educational attainments may vary from minimum of education to that of college degrees.

References: Directory 1968, Officials of Florida Municipalities

The Florida Handbook 1969-1970

The Florida Police Census (data from a special census carried out by the Florida Highway Patrol in January, 1969)

2. Difficulties Inherent in "Education" Programs for Law Enforcement

Several types of difficulties lie in the way of satisfactory development of educational programs appropriate to the needs of present and prospective law enforcement personnel. They generally relate to the relatively undefined requirements to be satisfied. These difficulties tend to create a rather awkward situation for education, law enforcement agencies and the individuals who wish to receive the education.

First, education traditionally is reluctant to provide what is regarded as "vocational" or occupational preparation, but not adverse to providing "professional" preparation. The limits of "vocational" and "professional" are somewhat ambiguous. Academic preparation for law enforcement personnel is not more or less "professional" than preparation for teachers, pharmacists, engineers or clergymen. In general, education appears not to have granted such recognition to the still-emerging profession of "law enforcement" or "police science".

Second, the structure of education has some effect on the matter. The arts and sciences tend to be relatively old and recognizable but the new science, such as police science, may not emerge for years with the status of "profession", a long-deferred event occuring well after the new profession is quite mature.

In a program of study which leads to an academic degree, the specialization obtained by the student is built upon the general education component of his studies. The curricular content of the specialized component often appears to the impartial eye to be a mixture of "education" and "training".

When the structural arrangements exist for focusing attention upon a field of study, the ambiguous line between "professional" and "vocational" preparation tends to be dissolved.

This difficulty becomes a matter of public relations. The Florida Police Standards Council, law enforcement agencies and education must undertake to address serious attention to law enforcement and police science in the same way as education addresses other public service areas such as urban studies, pollution control and conservation.

CONSULTATIONS AND CONFERENCES

As previously outlined in Chapter IV, the project was conducted in three phases. Phase one was undertaken in stages based on the regional concept. Having the state sub-divided into four regions allowed extensive planned field trips into each region for consultation and detailed discussion with presidents, academic deans and faculty members of the junior colleges within the region. Included in these field trips were similar consultations and discussions with a cross section of administrators and staff of major, medium and small law enforcement local agencies.

Major topics of discussion during these field trips covered the purpose, scope and objectives of the project effort, the local need for advanced training and education in law enforcement, student attendance and cost, availability of qualified instructors, background development of programs currently being presented and program structure as contained in the "Guidelines for Law Enforcement Education" booklet, published by the American Association of Junior Colleges and the International Association Chiefs of Police.

Upon completion of field visits to each educational institution and selected law enforcement agencies within a respective region, a regional one-day workshop conference, with educational and law enforcement officials previously contacted, was held at an appropriate location within the region. The atmosphere of these conferences was very informal with activities arranged for maximum participation by education and law enforcement officials.

Major topics discussed in great detail during regional conferences covered background data of current project progress and results, together with detailed discussion, study and evaluation of program curricula structure and problem areas brought forth by educational and law enforcement officials during field visits and acceptable solutions to such problem areas.

Study of the project grant terms did not bring forth specific requirements pertaining to a state conference application to be included in project activity. However, in organizational planning of project activity, the Project Director considered it most appropriate to include such a conference which would provide a greater degree of assurance that every opportunity was undertaken to finalize the project to the greatest advantage possible.

Following completion of regional conferences, a two-day state conference was held, bringing together the many junior college and local law enforcement officials to accomplish the finalization of all project data obtained during project activity in phases one and two.

PROGRAM DEVELOPMENT

It is essential, in the planning and structure of training and education programs for present and prospective personnel in the law enforcement service, that consideration be given to new developments in the law enforcement field and especially to the changing nature of the law enforcement function. The format of advanced training and education programs should be subject to easy modification as needs change. The content of the courses should be designed to equip personnel to adjust to new and emerging concepts of the law enforcement role.

A deficiency in many law enforcement agencies is the relative ineffectiveness of the line supervisory personnel. This has in large measure been caused by lack of opportunities for formal instruction for personnel either prior to, or after promotion to supervisory positions. Development and structure of a law enforcement supervisory training program should accommodate a cross section of law enforcement supervisory personnel of various local law enforcement agencies, large and small, dealing with not only the principles, but the practicalities of law enforcement supervision.

Development and structure of a law enforcement management training program should be directed primarily to the law enforcement administrator who endeavors to manage the affairs of a department in an efficient and economical manner. Such a program should also apply to personnel who strive, or are about to assume, responsibilities of managerial functions in a department. Development and structure of a program should accommodate a cross section of law enforcement agencies, large and small, with consideration of the wide range of talent found in today's law enforcement present and prospective administrators.

Development of a law enforcement educational program should be broad in scope, with the student exposed to a wide range of study and thought that enables him to see social phenomena and development in greater perspective. An educational program should provide present law enforcement personnel with an understanding of the environment in which he works and the law enforcement role in society and the criminal justice system of which he is a part. In the same light, the program should prepare prospective law enforcement personnel with the necessary educational foundation for a career in the law enforcement field.

There is a need in Florida for education and advanced training programs which complement each other and which fit the needs of law enforcement personnel for the new demands of modern and changing times. The recommendations made in this report are designed to facilitate the accomplishment of these objectives.

CHAPTER VI

ACCOMPLISHMENT

Project work under provisions of Grant No. 350 progressed at an acceptable pace during the time span allocated to the project. It appears reasonable to delineate various events associated with other aspects of staff work not related to project activity which necessitated realignment of project work schedules which become somewhat involved in developing and accomplishing a project of this nature.

Project field visits, consultations and conferences were extensive and time-consuming. Travel time was a major factor with over 11,000 miles covered by automobile during the project period.

The advice, assistance and effort put forth by Council members, the Executive Director and staff, the State Department of Education, educational officials of junior colleges and local law enforcement administrators and staff members at regional and state workshop conferences, insures successful finalization of project accomplishment.

The findings and recommendations contained in Part IV of this report will provide the structure of advanced training and educational law enforcement programs which the Florida Police Standards Council may consider for adoption and subsequent implementation in coordination with the State Department of Education and the Florida Junior College system.

PART FOUR

PROJECT FINDINGS AND RECOMMENDATIONS

CHAPTER VII

PRINCIPAL FINDINGS

INTRODUCTION

The State of Florida, with the passage of the Florida Police Standards Council Act, expressed its intent to upgrade and subsequently professionalize law enforcement throughout the State. The Florida Police Standards Council, a mandate of the Act, undertook this project to aid, assist and provide better understanding of the needs of law enforcement in the State whereby future phases of a complete Police Standards Council program may be formulated and accomplished.

Results of the project indicate an essential need for development and establishment of a training program in the areas of law enforcement supervision and management with structure realignment of present programs for educating law enforcement personnel and program expansion throughout the junior college system. Adoption of training programs in police supervision and management will insure present and prospective law enforcement supervisors and administrators with courses not presently available. Structure realignment and expansion of present junior college educational programs will provide a needed statewide program for present and prospective personnel to advance and develop careers in the field of law enforcement.

FLORIDA LAW ENFORCEMENT TRAINING

In the years prior to 1967, training for law enforcement officers in Florida was generally on voluntary participation depending on an individual's personal desire and dedication. Most of the principal municipal police departments and some sheriffs' departments, particularly those departments with established training facilities, maintained training programs before the Police Standards Council Act was passed. A great percentage of these training programs were normally applied as mandatory for recruit training and voluntary or very selective for in-service training.

Recruit and in-service training in the majority of other municipal and sheriffs' departments, particularly the very small departments, was relatively non-existant. At best it was very minimal in terms of length and nature of recruit and in-service training courses available to these departments. Training courses in specialized areas of law enforcement were normally conducted based on local needs, in concert with, and under the auspices of the Division of Vocational, Technical and Adult Education, State Department of Education.

The establishment of Florida's Police Standards Council has had a very significant impact on the condition of law enforcement training in the State. The adoption of the mandatory 200-hour recruit training program has provided law enforcement agencies with a program which is meeting the local needs for more and better trained recruit personnel.

This applies particularly to the small departments which previously did not have the opportunity nor availability for personnel to receive training before assignment to official duties.

Principal police departments with established training programs and facilities have recruit training requirements which exceed the 200-hour minimum requirements. However, to insure availability of the 200-hour program for all departments throughout the State, courses have been established in State Vocational-Technical Schools and Junior Colleges. Utilization of these institutions allows for reasonable commuting distance of respective local departments for recruit personnel.

Program locations throughout the State are established on the basis of local needs and recommendations of local law enforcement advisory committees. Each established location is certified by the Council and has a program coordinator selected by the local advisory committee. Program coordinators are selected from local municipal police and sheriffs' departments or faculties of institutions offering the training program.

Instructors are certified by the Council based on background, law enforcement experience, instructional ability and recommendation from the local advisory committee and program coordinator. Instructors utilized in the program are members of local municipal police and county sheriffs' departments, the Florida Highway Patrol, the Federal Bureau of Investigation, the American Red Cross, judges, prosecutors, lawyers, doctors, city managers and faculty members of Vocational-Technical Schools and Junior Colleges.

Instructors are normally assigned or are volunteers with only a small segment receiving compensation for their services. Seminars are held for certified instructors periodically throughout the State to aid in upgrading the quality of instruction.

Considering the period of time Florida Police Standards Council has been in actual productive operation (21 months) the progress made in adopting and implementing the minimum 200-hour recruit training program has been nothing short of exceptional. The interest, assistance and acceptance the program has received from all facets of law enforcement, public officials, citizens and news media has been a major factor in the program's success. The Council considers this program progress as the first phase in development of a total Police Standards Council program.

A section within the Florida Police Standards Act provides a saving clause which states in part, "All police officers employed on the effective date of the Act shall not be required to meet the provisions of Sections 23.067(1) or 23.068 as a condition of tenure or continued employment". In simple terms, a major percentage of active personnel are "grandfathered" under provisions of the Act. Findings indicate it essential programs be developed and implemented to provide and meet required needs of this group.

Principal departments have made significant strides in training in the past years but availability of updated and current training in the supervisory and management areas for personnel in the smaller departments has been lacking.

The incidence of inadequately trained supervisory and management personnel is substantial in percentage throughout the State, particularly in departments servicing communities with populations of 25,000 or less.

Courses in supervisory and management are not offered from a statewide application. Such an approach is needed in order to reach the many supervisors and management personnel in municipal and sheriffs' departments throughout the State. During the course of project work, it became clear structure of programs in these areas should meet the needs and not be marginal in training emphasis. It has also become clear needs of this type in the smaller departments do differ in some respects from those of the larger departments. Programs should be multipurpose in nature; courses not too elementary nor yet not too overly or unreasonably sophisticated.

The requirement for more and better trained law enforcement supervisory and management personnel in Florida exists at the present time. This should and can be accomplished with strong, well-organized and structured programs. It has been made clear during project work that training and educational programs in Florida should, to an acceptable degree, complement each other and which together fit the needs of law enforcement personnel for the new demands of this present day and age.

The junior college system of Florida is one of the leading community educational systems in the nation. The geographical locations of the 27 institutions is most conducive to quick and easy accessibility from all areas of the State.

Facilities and environment are excellent. The desire, dedication, assistance and cooperation given by officials of these institutions during project work clearly indicates utilization of the junior college system for law enforcement training programs is warranted.

The findings should be viewed in the light of today's very pressing need for high quality through training of all law enforcement personnel. The learning gained from actual experience can in most cases go some way towards compensating for lack of training. It cannot, however, substitute adequately for sound formal classroom training, anymore than training can be a substitute for experience. In a society becoming increasingly more complex, untrained or inadequately trained law enforcement personnel constitutes an increasingly less effective and dangerous method of maintaining the peace.

FLORIDA LAW ENFORCEMENT EDUCATION

The scope of project work and subsequent findings are limited to organization and structure of programs offered by the junior colleges. However, in the course of travel and contacts, a general knowledge was acquired concerning the status of programs offered in the State universities.

Prior to 1967, there was no State Police Standards Council to provide guidance and assistance in the area of law enforcement education. Therefore, the Florida Junior college system accepted the challenge and developed law enforcement curricula. This effort was very limited in initial stages and has developed in recent years so that at present there are 18 of the 27 junior colleges offering associate degree programs. It was the initial effort put forth by St. Petersburg Junior College, St. Petersburg, Florida, that provided the momentum which contributed to this expansion and development.

As brought forth earlier in the report, there is a difference between law enforcement training and education as these terms are used. Training is basically the process of developing vocationally oriented skills. Education is broad in scope, exposing the student to a wide range of thought, enabling him to see the scope of developments in greater perspective. Current examination of law enforcement programs being offered in Florida's junior colleges show a substantial variety in curricula from one institution to another. The curricula in a majority of the schools tend to be vocationally oriented with some institution programs structured to give credits for such courses as defensive tactis and firearms as well as communications and sociology.

It can be evaluated that law enforcement education in this respect has become unduly vocational with objectives and character of educational curricula remaining vague.

During the course of project work, individual discussions and workshop conference activity brought forth from both law enforcement and educational officials, training and education should be compatible but not interlaced. Junior colleges could and should provide facilities and administrative coordination for law enforcement training programs but these programs be directly supported by law enforcement training instructors which will allow the junior colleges and their faculties to concentrate on their proper role as law enforcement educators.

It is found that a current practical problem in law enforcement education in Florida is: frequently a student completing an associate degree law enforcement program finds for all intents and purposes, he has received a terminal degree. Under provisions of the Law Enforcement Educational Program Manual 1969, published by Office of Academic Assistance, LEAA, U. S. Department of Justice, the requirement for structure of a program to encompass at least 15 credit hours of transferable professional courses has placed the need on education and law enforcement to fully reevaluate and coordinate present and future associate degree programs with the objectives of the four-year educational institutions.

The need for adequately educated law enforcement personnel in Florida is fully recognized by Police Standards Council, local law enforcement agencies and educational officials.

A majority of the principal departments encourage participation by their personnel in junior college level programs with one department, Daytona Beach, Florida, requiring as of October 1965, applicants for department employment shall have completed two years of college prior to employment or, in lieu thereof, agree to participate in a law enforcement associate degree program offered at Daytona Beach Junior College, as a part-time student with a minimum course load of six semester hours per academic year until completing the two-year associate degree program.

Certificate programs in law enforcement, generally one-year programs, are currently offered by a number of junior colleges in the State. Courses in this program are compatible with law enforcement associate degrees offered. The programs are structured with professional law enforcement courses and provide a total program offering, allowing for student choice and desire flexibility, particularly for the older student who normally is an active law enforcement officer with family obligations and somewhat dubious as to what educational attainment he feels can be accomplished. It is found a great percentage of students completing the certificate program become educationally motivated and continue toward the attainment of an associate degree.

Proper staffing is imperative to success of a law enforcement educational program. Programs need full-time directors who have the ability and are afforded the time to insure effectiveness and continued growth and development of the program.

Junior colleges in Florida currently offering programs have personnel who are full time or are devoting the major portion of their time to program activity. Instructional staff for law enforcement courses tend to be more part time than full time, with the larger junior colleges having programs with full time instructors. Full time program personnel generally posess baccalaureate degrees with many working toward graduate degrees. Part time instructional staff generally have associate degrees in the law enforcement field with some working toward baccalaurerate degrees.

In the course of workshop conference activity, both regional and state level, awarding of educational credit hours for past training and experience of law enforcement officers was discussed. This area was of prime concern as it applied to a significant percentage of "grandfathered" personnel. It was clearly brought forth the awarding of credits based on former training and experience would be defeating the role of the junior colleges of preparing individuals with an educational foundation for a career in law enforcement or to advance in that career field.

The equating of law enforcement training and experience into educational credit hours is good rationale, but as in other areas, by oral and written examination directed toward the related professional courses in the curriculum with such examination carefully formulated and covering the same ground contained in students' course work. The granting of free credits has no sound logical or academic basis and has no place in a serious law enforcement educational program. Criteria of transferability of credit eliminates granting of academic credit for prior training and experience.

During project regional and state workshop conferences, major emphasis was placed on analizing and evaluating current programs offered by the junior colleges. This evaluation was made utilizing the Guidelines for Law Enforcement Educational Programs developed by the American Association of Junior Colleges and strongly endorsed by the International Association of Chiefs of Police. A small number of the junior colleges participating in this project activity were not overly familiar with this publication. However, this project activity brought forth a very essential need for realignment of current programs. Programs should be academically sound and not designed to transmit basic entry skills, but to provide the student with the broad educational background necessary for a career in law enforcement.

Program structure should be transferable to meet basic requirements of a career oriented program as well as LEAA Law Enforcement Educational Program criteria to insure students and institutions are able to utilize funding support from the Omnibus Crime Control and Safe Streets Act of 1968. In this respect, it was unanimously agreed by all junior colleges (19 in attendance) and law enforcement agencies (13 in attendance) during the project state workshop conference, a body of knowledge core in nine law enforcement professional areas would be accepted as the basic areas that junior colleges would use in structuring law enforcement educational certificate and associate degree programs. These nine areas would encompass 27 credit hours, meet minimum credit hour transfer provisions of the LEAA Law Enforcement Educational Program Manual of 1969 and generally follow the balanced law enforcement program structure recommended by the American Association of Junior Colleges and endorsed by IACP.

The areas selected by law enforcement and educational officials are summarized as follows:

- Introduction to Law Enforcement
- Criminal Investigation
- Criminal Law
- Police Administration and Organization
- Introduction to Criminalistics
- Criminal Evidence and Procedure
- Traffic Administration
- Deviant Behavior
- Police Operations

Study of the selected areas may at first appear to be subject titles of courses. This may or may not be the case, depending on final institutional program course identity decided upon to cover the body of knowledge within the selected areas.

The individual institutions will structure the total law enforcement educational program offered, including general education courses, to provide for needed educational flexibility as well as student selection and desire. As pertains to transferable or terminal associate degree programs, law enforcement professional courses will come from the selected areas, providing not for standardization but a reasonable semblance of order between one institution and another. This will also be the case in the law enforcement certificate program.

Law enforcement and junior college officials constituted a joint committee to confer with state and non-state supported colleges and university officials concerning their policy and advice as pertains to transfer of credits in the law enforcement professional courses.

This coordinated effort will be undertaken in the very near future in order to arrange the finalization of the realignment of the junior college law enforcement educational program. Florida Police Standards Council has been requested to act as coordinator for this undertaking.

It should be noted Florida State and Florida Atlantic Universities are the only two institutions currently offering four-year baccalaureate degrees. Florida State University offers a baccalaureate degree in Criminology and Florida Atlantic University, a two-year, upper level institution, is currently undertaking arrangements for a baccalaureate degree in Police Science commencing in 1969 fall term.

Junior colleges, two-year upper level and four-year colleges and universities have important roles to play in terms of law enforcement education. The status of law enforcement education in Florida clearly indicates a prime opportunity to develop and implement an educational program that will provide the educational experiences that are responsive to the real requirements of a professional career in law enforcement.

CHAPTER VIII

RECOMMENDATIONS

The need for development of in-service and educational programs to build the framework of a total program for the State of Florida and the law enforcement personnel who provide service to its citizens in maintaining the peace is essential. The increasing demand for more and better trained and educated law enforcement personnel requires major emphasis by Florida Police Standards Council, local law enforcement agencies and education be made in the accomplishment of this objective. The following recommendations in connection with finalization of this project are made for study and consideration by the Council and will, hopefully, aid in their final formulation and adoption of in-service training and associate degree educational programs for the law enforcement service of Florida:

1. It is recommended the Council consider, as the next phase in the development of a total program, the final formulation and adoption of training programs in the areas of law enforcement line-supervision and management.

2. It is recommended the supervisory course final adoption be a minimum of 80 hours. The supervisory training available is indeed a weak area throughout the State. Unquestionably, the quality of supervision is a most important determinant to law enforcement effectiveness.

In study of this recommendation, it should be considered that 80 hours is a bare minimum and within two years following implementation, consideration be given to increase of this minimum to possibly 160 hours.

3. Upon final adoption of the supervisory course, it is recommended the course be implemented in academies, vocational-technical schools and junior colleges, utilizing the principles and procedures used in establishment of the minimum 200-hour recruit training course.

4. Upon implementation of the supervisory course and an effective date established, it is recommended consideration be given for mandatory training requirement for personnel appointed or promoted to line-supervisory positions within one year following appointment or promotion. It is suggested consideration be given for exemption from mandatory training requirements of personnel in line-supervisory positions on the established effective date.

5. It is recommended final adoption of the law enforcement management course be a minimum of 120 hours. It should be considered this number of hours is a very basic minimum. It is suggested an increase of this minimum to possibly 240 hours be considered within three years following implementation.

6. Upon final adoption of the management course, it is recommended the course be implemented in selected locations throughout the State, utilizing a regional concept to accomplish this method of application.

7. Upon implementation and an effective date established, it is recommended consideration be given for mandatory training requirement for personnel appointed or promoted to positions of responsibility in law enforcement management within 18 months following appointment or promotion. It is suggested consideration be given for exemption from mandatory training requirements of personnel in law enforcement management positions on the established effective date.

8 It is recommended the Council formally endorse and adopt as its standard and requirements for official acceptance of certificate and associate degree law enforcement educational programs, the nine body of knowledge areas selected and approved by local law enforcement and junior college officials.

9. It is recommended the Council adopt formal policy and procedure to aid, assist and provide guidance to junior colleges and State universities and other institutions regarding law enforcement educational programs, to foster mutual understanding and to pool resources for the purpose of encouraging participation in established programs which would be beneficial to law enforcement personnel.

10. Upon realignment of current certificate and associate degree educational law enforcement programs, it is recommended the Council evaluate the course content of the certificate and associate degree programs as relates to subject content and hours of the minimum 200-hour recruit program to determine degree of completion of subject content and hours of the minimum recruit program by students completing the certificate or associate degree programs. It is suggested the Council consider, if appropriate, modification of completion requirements of the minimum 200-hour recruit training program for students completing law enforcement educational programs.

11. It is suggested junior colleges offering law enforcement educational programs consider formulating oral and written examination procedures directed towards students' course work in the professional law enforcement courses to provide opportunity for experienced active law enforcement personnel to acquire course credits with successful passing of oral and written final course examinations. Such procedure would alleviate necessity for class attendance by personnel having extensive past training and experience in specific course areas.

12. It is recommended the Council in coordination with the junior colleges encourage local law enforcement agencies to officially endorse the educational law enforcement programs offered and provide encouragement and incentives for personnel participation by such methods as establishing scheduling of work to alleviate conflict with class attendance, financial assistance if necessary, possible merit pay for prescribed amounts of educational credit, and credit for promotion for educational work completed.

13. It is recommended junior colleges establish special pre-enrollment counciling sessions for prospective law enforcement program students. This will aid active law enforcement personnel in selection of program and course load based on personal desire, needs and law enforcement duty requirements, together with other factors such as family and financial obligations prevalent with older law enforcement personnel.

APPENDIX A

1967 FLORIDA STATUTES
PART IV

POLICE STANDARDS COUNCIL ACT

1967 FLORIDA STATUTES
PART IV
POLICE STANDARDS COUNCIL ACT

SECTIONS:

23.061 Definitions
23.062 Police Standards Council.
23.063 Organization; meetings.
23.064 Compensation.
23.065 Annual reports.
23.066 General powers of the Council.
23.067 Special powers; police officer training.
23.068 Police officers; qualifications for employment.
23.069 Police training program established.
23.070 Reimbursement of employing agency by Council.
23.071 Payment of tuition by employing agency.
23.072 In-service training and promotion; participation, grants.
23.073 Financing of council.
23.074 Salary scale study; report, recommendation.
23.075 Saving clause.
23.076 Qualifications and standards above minimum.
23.077 Exception; elected officers.

23.061 Definitions. As used in this act:

(1) "Police Officer" means any person employed full time by any municipality, this state or any political subdivision thereof, and whose primary responsibility is the prevention and detection of crime or the enforcement of the penal, traffic, or highway laws of this state.

(2) "Employing agency" means any runicipality, this state, or any political subdivision thereof, employing police officers as defined above.

(3) "Council" means the police standards council.

23.062 Police Standards Council

(1) There is created a police standards council. The Council shall be composed of twelve members consisting of the attorney general or designated assistant, the superintendent of public instruction or designated assistant, the special agent of the federal bureau of investigation in charge of training in Florida, the director of the department of public safety and eight members to be appointed by the governor consisting of three sheriffs, three chiefs of police and two police officers who are neither sheriffs nor chiefs of police. Prior to the appointment, the sheriff, chief of police and police officer members shall have had at least eight years' experience in law enforcement as police officers.

(2) Members appointed by the governor shall be appointed for terms of four years except that in the first appointments under this law two members shall be appointed for a term of one year, two members for a term of two years, two members for three years and two members for four years, and the terms of such members shall be designated by the governor at the time of appointment. No appointive member shall serve beyond the time he ceases to hold office or

employment by reason of which he was eligible for appointment to the council. Any member appointed to fill a vacancy because of death, resignation or ineligibility for membership shall serve only for the unexpired term of his predecessor or until a successor is appointed and qualifies.

(3) The governor in appointing the three sheriffs, three chiefs of police and two police officers shall take into consideration representation by geography, population and any other relevant factors in order that the representation on the council will be apportioned to give representation to the state at large rather than to a particular area.

(4) Membership on the council shall not disqualify a member from holding any other public office or being employed by a public entity except that no member of the legislature shall serve on the council. The legislature finds that the council serves a state, county and municipal purpose and that service on the council is consistent with a member's principal service in a public office or employment.

23.063 Organization; meetings.

(1) As soon as possible after the effective date of this act, the governor shall appoint the eight members required by this act to be appointed. Thirty days after such appointments have been made, the council shall hold its first meeting with the attorney general serving as chairman. The council shall at this time and annually thereafter elect its chairman and other officers.

(2) The council shall hold at least four regular meetings each year at the call of the chairman or upon the written request by three members of the council. A majority of the members of the council constitutes a quorum.

23.064 Compensation. Members of the council shall serve without compensation but shall be entitled to be reimbursed for per diem and traveling expenses as provided by section 112.061.

23.065 Annual reports. The council shall make an annual report of its activities to the governor and to the legislature and include in such report its recommendations for additional legislation.

23.066 General powers of the council. The council is authorized to:

(1) Promulgate rules and regulations for the administration of this act, pursuant to chapter 120.

(2) Employ a director and such other personnel as may be necessary in the performance of its functions.

(3) Provide rules of procedure for its internal management and control.

(4) Enter into contracts or do such things as may be necessary and incidental to the administration of its authority pursuant to this act.

23.067 Special powers; police officer training. The council shall have the following special powers in connection with the employment and training of police officers:

(1) Establish uniform minimum standards for the employment and training of police officers including qualifications and requirements as may be established by the council subject to specific provisions which are contained in this act.

(2) Establish minimum curricular requirements for schools operated by or for any municipality, this state, or any political subdivision thereof for the specific purpose of training police recruits or police officers.

(3) Consult and cooperate with municipalities, this state, or any political subdivision thereof and with universities, colleges, junior colleges and other educational institutions concerning the development of police training schools and programs or courses of instruction including, but not necessarily limited to, education and training in the areas of police science, police administration and all allied and supporting fields.

(4) Approve institutions and facilities for school operation by or for any municipality, this state, or any political subdivision thereof for the specific purpose of training police officers and police recruits.

(5) Issue certificates of competency to persons who, by reason of experience and completion of in-service, advanced education or specialized training, are especially qualified for particular aspects or classes of police work.

(6) Make or encourage studies on any aspect of police education and training or recruitment.

(7) Make recommendations concerning any matter within its purview pursuant to this act.

23.068 Police officers; qualifications for employment. After the effective date of this act any person employed as a police officer shall:

(1) Be at least twenty-one years of age;

(2) Be a citizen of the United States;

(3) Be a high school graduate or its "equivalent" as the term may be determined by the council;

(4) Not have been convicted of a felony or of a misdemeanor involving "moral turpitude" as the term is defined by law and who has not been released or discharged under any other than honorable conditions from any of the armed forces of the United States;

(5) Have his fingerprints on file with the council or an agency designated by the council;

(6) Have passed an examination by a licensed physician based on specifications established by the council, and

(7) Have a good moral character as determined by investigation under procedure established by the council.

23.069 Police training program established.

(1) The council shall establish and maintain a police training program with such curriculum and administered by such agencies and institutions as it approves and shall issue a certificate of completion to any person satisfactorily completing the training program established.

(2) The council shall issue a certificate of compliance to any person satisfactorily complying with the training program established in subsection (1) and the qualifications for employment in section 23.068 and no person shall be employed as a police officer by any employing agency until he has obtained such certificate of compliance.

(3) The council may issue a certificate to any person who has received training in another state when the council has determined that such training was at least equivalent to that required by the council for approved police education and training programs in this state and when such person has satisfactorily complied with all other requirements of this act.

23.070 Reimbursement of employing agency by council. The council shall, subject to the availability of funds, reimburse an employing agency an amount equivalent to fifty per cent of the salary, if any, and allowable living expenses of recruit trainees in attendance at approved training programs.

23.071 Payment of tuition by employing agency. An employing municipality, state agency, or political subdivision of this state is authorized to pay any or all costs of tuition of trainees in attendance at approved training programs.

23.072 In-service training and promotion; participation, grants.

(1) (a) The council, by rules and regulations, shall prescribe curricula and standards for advanced and specialized training courses and training in addition to those prescribed in section 23.068 and 23.069.

(b) The standards provided by this subsection shall be deemed as those approved by the council for promotional purposes but shall not be construed as binding on any employing agency for promotional requirements.

(2) Law enforcement agencies participating under the provisions of this section shall adhere to the standards and procedures established by the council.

(3) Institutions and agencies offering approved programs of in-service or advanced training may receive grants from the council subject to the availability of funds not to exceed fifty per cent of the cost of offering approved training courses.

23.073 Financing of council. The council may accept for any of its purposes and functions under this act any and all donations of property, real, personal or mixed, and grants of money from any governmental unit or public agency, or from any institution, person, firm, or corporation. Such moneys shall be deposited, disbursed and administered in a trust fund as provided by the laws of Florida.

23.074 Salary scale study; report, recommendation. The council shall make a comprehensive study of the compensation paid to police officers throughout the state. Among the items to be researched shall be variation in salary scale, education and training of officers, retirement and pension programs and any other factors on which compensation is based. The council shall report its findings to each regular session of the legislature and make recommendations for achieving uniformity in compensation for officers with equal of comparable responsibilities, experience, education and training.

23.075 Saving clause. All police officers employed on the effective date of this act shall not be required to meet the provisions of section 23.068 and 23.067(1) as a condition of tenure or continued employment; nor shall their failure to fulfill such requirements make them ineligible for any promotional examination for which they are otherwise eligible.

23.076 Qualifications and standards above minimum. Nothing herein shall be construed to preclude an employing agency from establishing qualifications and standards for hiring, training or promoting police officers that exceed the minimum set by the council.

23.077 Exception; elected officers. The provisions of this act shall not apply to any elected officers.

APPENDIX B

RULES OF

POLICE STANDARDS COUNCIL

RULES OF
POLICE STANDARDS COUNCIL

CHAPTER 283-1

SUPPLEMENTARY QUALIFICATIONS FOR EMPLOYMENT

283-1.01	Equivalent of high school diploma.
283-1.02	Designating agency for filing of fingerprints and procedure for same.
283-1.03	Specifications for physical and dental examinations.
283-1.04	To establish procedures for investigation of moral character of applicant.

283-1.01 Equivalent of high school diploma.

(1) The Police Standards Council shall consider successful completion of the General Educational Development (G.E.D.) Tests as prescribed by the Florida State Department of Education, as the equivalent of a high school graduate. All the rules, regulations and standards that are set by the Department of Education for taking the G.E.D. Tests shall apply for police applicants.

283-1.02 Designating agency for filing of fingerprints and procedure for same.

(1) The Florida Bureau of Law Enforcement in Tallahassee is designated as the agency for the filing of fingerprints for the purpose of determining the qualifications of police officers for employment. The applicants' fingerprints will be submitted by the employing agency to the Federal Bureau of Investigation and upon return of said fingerprint report, the original report and original fingerprints will be transmitted to the Florida Bureau of Law Enforcement.

283-1.03 Specifications for physical and dental examinations.

(1) A thorough physical examination indicating any deficiencies or abnormalities as outlined in the examination form, sample available from the Police Standards Council office, shall be used as a guide for examination of police recruits.

(2) A thorough dental examination indicating the minimal dental requirements as outlined in dental examination form, sample available from the Police Standards Council office, shall be used as a guide for examination of police recruits.

283-1.04 To establish procedures for investigation of moral character of applicant.

(1) Good moral character shall be determined by an investigation of the character, general traits, reputation as to sobriety, honesty, loyalty, trustworthiness, reliability and discretion of the applicant.

(2) The associations, type of persons, groups, organizations or movements with which the applicant has been associated will be indicative of his moral character.

(3) The applicant shall include the names and addresses of three references and two social acquaintances in his application and they shall be contacted for information concerning the applicant.

(4) The scope of the investigation whould include, but not be limited to, neighborhood investigations, credit agencies, the records of law enforcement agencies, and other sources of recorded information and such other matters and information as would show the applicant's moral character.

CHAPTER 283-2

RECRUIT TRAINING MINIMUM CURRICULUM

283-2.01 Recruit training minimum curriculum.

(1) The minimum curriculum requirements for police training programs operated by or for any municipality, the State of Florida or any political subdivision therefore for the specific purpose of training police recruits shall include 200 hours of basic law enforcement courses. The courses shall have the following descriptive titles, content, and hours of study in parenthesis:

I. INTRODUCTION TO LAW ENFORCEMENT (3)

1. Law Enforcement Ethics & Professionalization (2)
   The definition of a profession as it applies to law enforcement. Defines and discusses ethical and unethical acts. Emphasizes the obligation of all officers to conduct themselves ethically and prevent unethical conduct.
2. Orientation (1)
   Welcoming of class by ranking officials, commanding officers of the school and school officials. Discussion of methods of teaching, rules of the school and other information to orient and motivate the student.

II. CRIMINAL LAW (16)

1. Criminal Law (12)
   Covers Florida law relating to criminal act with emphasis on the elements of crimes, parties to crimes, and the specific sections most frequently used by law enforcement personnel. A limited number of the most frequently used sections of other state codes may also be included.
2. Laws of Arrest (4)
   Peace officer's right and duty to make an arrest. Distinction between felony and misdemeanor arrests. Requisites of a legal arrest as set forth in the Florida Statutes and applicable case law.

III. CRIMINAL EVIDENCE (8)

1. Rules of Evidence (4)
   Rules of evidence and their application to proper law enforcement. The tests of admissibility applied by the courts, including direct and circumstantial evidence, hearsay, confessions, dying declarations, documentary evidence, competency of witnesses, degrading and incriminating questions, privileged and non-privileged communications.
2. Search and Seuzure (4)
   Immunity from arrest and legal rights of a suspect. Legal use of force, degree of force and attitudes of arresting officers. Current pertinent case law is emphasized.

IV. ADMINISTRATION OF CRIMINAL LAW (2)

1. Court Organization and Procedures (2)
   General court organization, procedure and functions including the jury, complaint forms, writs, subpoenas, warrants, and other allied papers and court orders.

V. CRIMINAL INVESTIGATION (54)

1. Report Writing (10)
   Necessity of reports in law enforcement operation. Requirements of good reports. Basic understanding of types of reports, their use, value and purpose. Types of reports; narrative, elements of composition, general procedure regarding forms, substance, conclusion, statistics. Emphasis on modus operandi reports. Development of an appreciation for accurate and complete descriptions of persons and property.

2. Assault Cases (2)
Defines the elements of assault. Distinguishes between misdemeanor and felonious offenses and provides knowledge of investigative techniques necessary to handle assault complaints in a thorough and efficient manner.
3. Auto Theft Cases (2)
Methods and techniques of auto theft investigation. Provides the field officer with a knowledge of the modus operandi of auto thieves and covers laws relating to auto theft and disposition of abandoned vehicles.
4. Burglary Cases (2)
Reviews the elements of burglary. Teaches the general modus operandi of commercial, residential, safe and other burglaries and reviews the basic principles of burglary investigations from the field officer's viewpoint. Demonstrates the tactics of responding to a burglary-in-progress call and burglary preventive patrol techniques.
5. Collection, Identification and Preservation of Evidence (6)
The proper handling of each type of evidence from the time it is located until it is offered in evidence at the trial. This course will include a discussion of laboratory processing of evidence and the assistance the investigator can expect to receive. Collection, preservation, identification and recording of evidence. Developing and preserving latent fingerprints.
6. Injury and Death Cases (6)
Includes instruction in laws relating to homicide and other cases involving the death of a human being. Provides general preliminary procedures to be taken at the scene of human injury or deaths including necessary reports. Emphasizes the value of physical evidence necessary to establish the cause of injury or death by case investigators and medical examiners.
7. Interviews and Interrogations (6)
Routine interrogations: Approach, attitude, securing complete essential information, evaluation, file checks. To prepare recruit officers to conduct routine interrogations of: Complainants, witnesses, victims, suspects, suspicious persons and citizen informants. To indicate methods and techniques employed in station and field interrogations, touching upon: Separation, approach, attitude and the rights and treatment of subjects. Introduction of methods and use of scientific aids. Statements, admissions and confessions are discussed.

8. Robbery Cases (2)
Reviews the crime of robbery. Analyzes the modus operandi of robbers and reviews the basic principles of robbery investigation from the viewpoint of the field patrol officers. Instruction in cover techniques for various kinds of robberies and preventive patrol techniques are presented.
9. Sex Crimes (2)
Instruction includes laws relating to sex crimes of more common occurrence, and the fundamental techniques of sex crimes investigation. Preventive patrol tactics are discussed to provide officers with knowledge to aid in repressing sex offenses.
10. Larceny and Stolen Property (4)
Teaches the elements of the laws pertaining to theft and receiving stolen property cases. Presents the basic investigative procedures for an officer to follow to successfully handle this type of crime. Identifies specialized thefts of the most common occurrence.
11. Scientific Aids (2)
Introduction to various scientific aids to investigation. Including the polygraph, tests for intoxication, and the basic capabilities of local, state and federal crime laboratories.
12. Fingerprint Evidence (2)
A varied basic indoctrination in fingerprint identification and recognition of major fingerprint patterns. Introduction to location, development and lifting of latent fingerprints.
13. Vice Investigations (6)
Investigation of prostitution, gambling and narcotics complaints. Identification of vice operations and operators. Role of organized crime in vice activities.
14. Miscellaneous Investigations (2)

VI. PATROL PROCEDURES (38)

1. Courtroom Demeanor and Testifying (2)
Stresses fundamentals on how to be most effective as a witness in court. Includes preparation before court. Appearance, manner and attitude in court while waiting to testify and while on the stand. Common pitfalls facing the new officers in court. Use of notebook as reference. Techniques helpful when being cross-examined.
2. Disorderly Conduct Cases (2)
Covers the elements of disorderly conduct violations. Includes techniques and procedures necessary for an officer to follow to effectively enforce laws pertaining to disorderly conduct.

3. Domestic Complaints (2)
Defines differences between domestic disputes and civil problems. Gives examples of husband-wife and parent-child disputes and suggests techniques and procedures necessary to settle issues. Presents applicable laws relating to domestic complaints.
4. Drunk and Drunken Driving Cases (2)
Presents the elements of the offense of drunk and drunken driving as defined by Florida law. Provides knowledge on securing the necessary evidence, including scientific tests, and reporting, in order to successfully prosecute drunks and drunken drivers.
5. Field Notetaking and Crime Scene Recording (6)
Methods to taking comprehensive notes in investigation, value of notes, necessity of keeping notes and the preservation of notes. Use of sketches, diagrams and charts in recollection and reproducing crime scene in court. Use of field notes in court and in writing investigation reports.
6. Mental Illness Cases (2)
Defines and gives examples of the symptoms of common types of mental illnesses. Presents techniques for the proper handling of persons thought to be suffering from mental illness and the prescribed legal procedures to be followed by patrol officers in emergency and routine cases.
7. Patrol Techniques (8)
Principal purposes of beat patrol: Protection, prevention, repression, identification, and apprehension. Types of patrol: Fixed, auto and foot patrol. Police hazards: Recognition, inspection and control. Operation of police vehicles: On patrol, answering assignments, emergencies and non-emergencies. Methods of developing powers of perception and observation of persons, places and things.
8. Prowler and Disturbance Reports (2)
Methods and techniques necessary to successfully investigate and handle prowler and disturbance calls. Safety precautions for citizens and officers are stressed.
9. Public Relations (6)
Loyalty to the job and organization. Emphasizes self-control, level headedness, courtesy and fairness, good personal appearance, neatness and punctuality. Stresses the importance of exemplary conduct both on and off duty, including temperance, personal domestic relations, off duty activities and integrity. Promotion of good will with the general public, other officers and agencies. The importance of good relations with the news media representatives.

10. Human Relations (2)
Racial and ethnic group relations. The elements of proper relations are stressed. Develops an adequate social perspective, an awareness and understanding of the multiple factors which cause individual and group differences.

11. Crime Scene Procedure (4)
The general principles applicable to all crime scene investigations. Attitude and responsibility of the officer. Need for complete, accurate information, complaint evaluation, crime scene protection and examination. Case preparation for court.

VII. TRAFFIC CONTROL (20)

1. Traffic Direction Techniques (2)
Methods and techniques of manually controlling traffic flow of vehicles and pedestrians by means of hand signals; instruction includes routine intersection and emergency traffic control procedures and practice in standard hand signals and gestures to achieve maximum safety and orderly results

2. Citations, Mechanics and Psychology (2)
Correct method of writing traffic citations and other citations permitted by law. Psychology of dealing with operators of motor vehicles when stopped by officers for a traffic violation. When to cite rather than to arrest.

3. Traffic Law Enforcement (2)
Covers most frequently used sections of the vehicle code. Elements of the violation and their application. Techniques of traffic control and enforcement. Parking problems. Special equipment for traffic control.

4. Accident Reporting (4)
Need for accurate accident reporting. Use of standard report forms and terminology. Supplementary reports. Demonstration and exercises in accident reporting.

5. Accident Investigation (10)
Method and procedure to be employed in investigating traffic accidents. Parking at scene, questioning witnesses, observation of drivers, checking vehicles involved in accidents, checking roadway, signs and signals, photography and measurements, with special emphasis on hit-and-run.

VIII. JUVENILE PROCEDURES (10)

Responsibility of law enforcement agencies and various juvenile agencies. Procedure in handling juveniles and obtaining petitions. Proper attitudes, methods and techniques in dealing with juveniles.

IX. DEFENSIVE TACTICS (14)

1. Arrest Techniques (6)
   Includes the officer's approach to a suspect on foot, in an auto, in his home or room, and in buildings or other areas. Also includes protection of the officer, search upon arrest, use of the baton, gun and handcuffs, transportation of prisoners from arrest to jail, and custody and transportation of the mentally ill.
2. Defensive Tactics (8)
   Teaches the fundamental use of the baton and riot stick, methods of disarming and protection against persons armed with dangerous and deadly weapons; demonstration and drill in a limited number of holds and come alongs, and handcuffing and restraint of prisoners and the mentally ill.

X. FIREARMS (26)

1. Firearms (Legal Aspects) (2)
   Explanation of the situations in which the use of firearms is warranted, the legal provisions and restrictions imposed on their use by law, court decisions and interpretations. The moral aspects in the use of firearms and safety precautions are stressed.
2. Firearms (Range) (24)
   Range safety and etiquette. Firing of the sidearm, qualification, including use of bobber or silhouette targets. Familiarization firing of the riot shotgun. The safety features, capabilities, operation and familiarization firing of the department's special weapons, including gas.

XI. FIRST AID (10)

The immediate and temporary care given in case of accident, illness, and emergency childbirth, with poisoning and asphyxiation cases stressed. Course shall qualify students for the Standard Red Cross First Aid Certificate.

XII. EXAMINATIONS (3)

Written examinations covering the subject matter in the basic course are required of all trainees. A copy of the examination used must be submitted to the Florida Police Standards Council.

CHAPTER 283-3

CERTIFICATE OF COMPETENCY

283-3.01 Requirements for certificate of competency.

1. Instructors in police training schools applying for a certificate of competency must meet the following requirements:
   a. A resume must be on file with the Police Standards Council Office.
   b. The instructor must be a full-time employee of a recognized law enforcement agency or enjoy a status in which his talents and skills are of use in police training programs.
   c. He must have sufficient educational background in police subjects necessary to meet such instructional demands as will be made on him.
   d. He must have a thorough knowledge of police training, with special emphasis on courses he will teach. This should be based on successful practical experience.
   e. The instructor must have ability to apply and use training methods proven successful in meeting demands of students as well as the training program in general.
   f. He should be a person of personal integrity and have a sincere interest and desire to impart knowledge and experience to the students under instruction.
   g. He must be recommended by a chief of police, a sheriff, or the department head of the agency he represents.

2. The duration and renewal of certificates will be as follows:
   a. Certificate of competency will be issued by the Police Standards Council for a three-year period to instructors who meet the requirements.
   b. Renewal certificates will be issued on request with proof of active participation in a teaching program.
   c. Change of employment or address must be reported to the Council office immediately.

APPENDIX C

RECOMMENDED TRAINING PROGRAM STRUCTURE

LAW ENFORCEMENT SUPERVISION

RECOMMENDED
SUPERVISION COURSE STRUCTURE
80 HOURS

SUBJECT	HOURS
Orientation and Notetaking	2
Police Ethics and Standards	2
Principles of Police Supervision	4
Communications and Semantics	4
Leadership	4
Planning and Directing	4
Motivation	2
Principles of Discipline	3
Case Studies	8
Principles of Police Management	2
Reporting	2
Police Records	2
Principles of Police Organization	2
Supervisor's Responsibility - Subordinate Training	4
Performance Evaluation	4
Human Relations - Community Relations	8
Management Concept	6
Criminal Law	6
Supervisor's Responsibility - Criminal Investigation	2
Public Speaking	6
Test	2
Graduation	1
TOTAL COURSE HOURS	80

SUPERVISION COURSE
RECOMMENDED SUBJECT STRUCTURE OUTLINE
80 HOURS

ORIENTATION AND NOTETAKING 2 HOURS

Student should be given orientation regarding the daily routine, rules and procedure of academy or school and general information of existing facilities available so he may adjust to the environment. Effort should be made to put student at ease while in attendance. Student should be oriented as to proper conduct and responsibilities he has as representative of his department. Student should be instructed in proper notetaking, how to arrange his notebook in the prescribed format and the value of permanent notes. Student should be informed notebook will be checked periodically and given final grade at the end of course.

POLICE ETHICS AND STANDARDS 2 HOURS

It must be impressed upon the student that a position of police supervisor is one of sacred trust which should never be violated. He should be impressed that he is positioned in the organization structure to strongly influence subordinates and other police employees. He has real opportunity to enhance the law enforcement image. To deviate from the Code of Ethics is to bring dishonor upon the whole profession. Student must understand that better selection, more adequate training, better equipment and facilities, more adequate salaries and working conditions will help to enhance the law enforcement profession, but until every officer lives up to the Code of Ethics, professionalism will be difficult to attain.

PRINCIPLES OF POLICE SUPERVISION 4 HOURS

Trainee should be instructed his position will be one of most importance and he will be responsible to both management and the work group. His duty and responsibility is to interpret department policies and programs and motivate subordinates towards accomplishment of goals. Development of his ability to direct subordinates to carry out department objectives is important to him and his department. He must understand the importance to develop ability to plan, coordinate his work force with least amount of friction. To maintain good superior-subordinate relationship, he must set the example of good conduct and develop his leadership traits. He should be instructed how to recognize and solve common supervisory problems and how to recognize and avoid supervisory pitfalls. Instruction should cover the importance he be aware of his mental and physical attributes as well as good social qualities. He must be aware of all such factors while performing as a law enforcement supervisor.

COMMUNICATIONS AND SEMANTICS 4 HOURS

Instruction should prepare student to understand importance of effective communications on the supervisory level. He should understand lack of communication in organizations creates suspicion, causes unfounded rumors and results in inability to perform effectively as a team. Instruction should cover fact supervisory position in the organizational structure is highly responsible for effective face-to-face communications. A supervisor is mediator between work force and higher echelon and is responsible for such communications. The student must understand communication involves the meaning of words both oral and written. The area of communication is vital to the supervisor for harmonious relationship and to avoid conflict.

LEADERSHIP 4 HOURS

The student should be instructed that leadership is the art of influencing people to cooperate towards accomplishment of a common goal. Student should be instructed in the principles of leadership and how to develop leadership qualities. The student should understand there are many different and varied methods used to develop leadership. A person must have ability to plan, organize, direct, coordinate and evaluate the efforts of subordinates. A person must be aware of personal traits such as loyalty, honesty, integrity, patience and understanding. Good physical and personal appearance is absolutely necessary for competent leadership.

PLANNING AND DIRECTING 4 HOURS

Student should be made aware that supervisory position, on the operational level, is one of planning and directing the work force. Instruction should cover the technical aspects of planning, coordinating and controlling. Student should understand "directing" is the actual procedure that gets the job done. Student must understand it will be necessary to delegate some authority to a responsible subordinate. Student must understand results of planning depend on ability to coordinate and direct efforts of a work force. Chain of command, span of control and delegation of authority is necessary for effective results. Student should be impressed that without good planning and directing, an organization cannot function successfully.

MOTIVATION 2 HOURS

The student cannot be given a full course in psychology, but he should be familiarized sufficiently with the proven methods used to incite a person's inner drive. The student should be made aware of important desires of people such as recognition, security, opportunity and belonging. Also the plight of frustrated persons, various ways they seek relief and consequences when relief is blocked. The student should develop ability to understand the biological needs and psychological nature of people.

PRINCIPLES OF DISCIPLINE 3 HOURS

Student should understand a supervisor is responsible for discipline and morale of subordinates. Instruction should cover principles of discipline and the closely related morale factor. The need for positive discipline and its effects and results of negative disciplinary procedures should be covered. Procedures of taking disciplinary action and consequences of such action, in order to anticipate results before proceding should be understood by the student. Student should be aware of lesser degree of disciplinary action is sometimes sufficient. Student should understand proper application of any form of disciplinary action. Student discussion should be encouraged on this subject.

CASE STUDIES 8 HOURS

Student should be made aware that much time is spent by a supervisor in problem-solving. Student should prepare a case study under direction of instructor or use a pre-prepared case study. Group discussion of case study should be conducted with resulting decision given to entire class. Study will require group participation and will provide "know-how" from other class members.

PRINCIPLES OF POLICE MANAGEMENT 2 HOURS

Student should have basic knowledge of police functions on the management level. Student should have an understanding of the principles of police management and the responsibilities involved. Student must be made aware that the police administrator needs assistance in performing major functions of the department and must rely on command and supervisory officers to perform them effectively.

REPORTING 2 HOURS

The student should be instructed regarding the necessity of reporting, the method of reporting and the results of reporting on the supervisory level. Student should understand supervisor's position is vital link in internal communciations in all directions throughout the organization structure.

POLICE RECORDS 2 HOURS

Student should be instructed the supervisor's position is highly important to an adequate record system as the bulk of police records will originate from the work force. The student should be made aware of the various types of records, origin of various records, processing and classification of police records and their value. Also, the use of police records by outside agencies and necessary control.

PRINCIPLES OF POLICE ORGANIZATION 2 HOURS

Instruction should include understanding of basic principles of police organization, the necessity of these elements for proper police administrative control and how various organizational methods can be arranged to accommodate any size department. The student must be made to realize "organization" is necessary to accomplish the objectives of proportionate distribution of function and responsibility. The division of work and placement of personnel is essential for effective results. The student must recognize the value of the chain of command and span of control concepts and develop an understanding of integration and coordination of inter-unit relationship for a smooth-running organization.

SUPERVISOR'S RESPONSIBILITY - SUBORDINATE TRAINING 4 HOURS

Student should be instructed how to recognize the training needs of subordinates and understand supervisors have the responsibility to see that training needs are fulfilled. He should be made aware of the various types of training programs, the various methods used and how to impart his knowledge to subordinates.

PERFORMANCE EVALUATION 4 HOURS

It should be emphasized to the student that some type of performance evaluation is justified and the supervisor's position is most important in successfully effectuating any system. Instruction should cover the necessity for the supervisor to promote an unbiased program and motivate subordinates to participate. Instruction should cover the necessary steps in selecting, preparing, executing and evaluating the system.

HUMAN RELATIONS - COMMUNITY RELATIONS 8 HOURS

Student should be made aware of problem between police and public and how adverse relations affect the police image. The student should have a basic understanding as to "why people react differently". The student should be acquainted with the general principles of human relations. He should be enlightened on police attitudes, the public's attitude; effective policing, minority groups, minority viewpoints. Instruction should cover how to participate in programs to improve police-human relationship. Instruction should cover the fact that public opinion will not change unless the police provide the stimulus by changing their own attitudes and behavior. The student should be made aware the police are public employees and this requires proper employee-employer relationship.

MANAGEMENT CONCEPT 6 HOURS

The student should self-evaluate himself to determine his own ability and style and what it means to him and his department. As a supervisor, the student should develop an understanding of management concepts to appreciate the position of the police administrator. Self-analysis will do much to develop this understanding. Step by step, instruction on procedures should be given the student to complete this lesson.

CRIMINAL LAW 6 HOURS

Instruction should cover sections of criminal law and recent court decisions. The student should be acquainted with the laws of Mob Action and Related Offenses and Arrest, Search and Seizure to have working knowledge in which to guide subordinates. He should be made aware of the latest decisions rendered by the U. S. Supreme Court.

Time should be allowed for question and answer period to clarify specific questions for the student in this area.

SUPERVISOR'S RESPONSIBILITY - CRIMINAL INVESTIGATION 2 HOURS

The student should understand a supervisor's responsibilities in criminal investigation regardless of primary duties and responsibilities of his unit. The student must be made aware the obligations every officer has to the public in this respect. The student must understand the supervisor's work force should initially investigate all crimes and continue to render assistance even though the case is assigned to other units. Instruction should cover supervisor's responsibility to make all assignments and follow-up checks for completion as well as promote harmony and strive for accomplishment of department objectives with team effort.

PUBLIC SPEAKING 6 HOURS

The student should be made aware that ability to speak effectively is most important to a supervisor. Instruction should cover how to gather and organize speech material, identify the different types of speeches and the various techniques that can be used for effective speech delivery. Time should be allowed for class members to deliver a ten-minute speech before the class when called upon.

APPENDIX D

RECOMMENDED TRAINING PROGRAM STRUCTURE

LAW ENFORCEMENT MANAGEMENT

RECOMMENDED
MANAGEMENT COURSE STRUCTURE
120 HOURS

SUBJECT	HOURS
Orientation and Notetaking	1
History of Law Enforcement	1
Police Ethics and Standards	2
Principles of Police Management	10
Leadership	4
Principles of Police Organization	8
Police Personnel Management	8
Performance Evaluation	4
Inspection and Control	4
Budget Preparation and Control	6
Decision Making and Research	4
Planning and Directing	4
Police and the News Media	3
Training-Management's Responsibility	5
Communications and Semantics	4
Distribution of Manpower	4
Police Records	4
Police Communication	4
Human Relations - Community Relations	8
Motivation	3
Functions of Traffic Supervision	3
Current Court Decisions	6
Other Police Problems	6
Police Administration of the Future	3

SUBJECT	HOURS
Public Speaking	6
Test and Critique	4
Graduation	1
TOTAL COURSE HOURS	120

MANAGEMENT COURSE
REMMENDED SUBJECT STRUCTURE OUTLINE
120 HOURS

ORIENTATION AND NOTETAKING — 1 HOUR

Student should be given orientation regarding the daily routine, rules and procedure of academy or school and general information of existing facilities available so he may adjust to the environment. Effort should be made to put student at ease while in attendance. Student should be oriented as to proper conduct and responsibilities he has as representative of his department. Student should be instructed in proper notetaking, how to arrange his notebook in the prescribed format and the value of permanent notes. Student should be informed notebook will be checked periodically and given final grade at the end of course.

HISTORY OF LAW ENFORCEMENT — 1 HOUR

The student should be made acquainted with the crude methods used in early times and the progress made in law enforcement down through the years to the present-day concepts of law enforcement. It should be emphasized to the student that progress made in law enforcement in the past has steadily moved towards professionalization, but much is still to be accomplished as many unethical acts still take place in law enforcement.

POLICE ETHICS AND STANDARDS — 2 HOURS

It must be emphatically impressed upon the student that the position of a law enforcement administrator is one of sacred trust which should never be violated.

It should be impressed upon him that an administrator is uniquely positioned in the organizational structure where he can strongly influence the members of the force, as well as citizens of the community. Practice of good ethical conduct, the administrator has a real opportunity to build and enhance a favorable public image. Deviation from the Code of Ethics is to bring dishonor upon the entire profession.

PRINCIPLES OF POLICE MANAGEMENT 10 HOURS

The student, while preparing for the role of a police administrator, should be made to realize that this position requires full knowledge of various law enforcement functions and the principles on which these functions are based. The student must be made aware of the grave responsibilities of the administrator and his obligations to the community in understanding and fulfilling these responsibilities. The student should be instructed in the importance of developing ability to direct force members to successfully attain department objectives. Ability must be developed to effectively plan, and coordinate, community resources to best advantage. The student must realize there are only general principles, based on proven theories, to guide an administrator's decision-making policies. To keep abreast in a fast-moving, complex situation, will test conceptional skills and ability to comprehend what could be the most important job in the community. The student should be instructed that the law enforcement administrator must concern himself with the major administration functions of a department and delegate authority to assist in carrying out those functions.

LEADERSHIP 4 HOURS

The student should be instructed that leadership is the art of influencing people to cooperate towards accomplishment of a common goal. Student should be instructed in the principles of leadership and how to develop leadership qualities. There are areas in which the student should be instructed to develop his ability and prepare himself for his position. He must have the ability to plan, organize, direct, coordinate and evaluate the members of the force. In addition to his own leadership being developed, the student also should be instructed in how to develop the leadership of subordinates.

PRINCIPLES OF POLICE ORGANIZATION 8 HOURS

This period of instruction should include an understanding of the basic principles of a police organization, the necessity of these elements for proper police administrative control and how various organizational methods can be arranged to accommodate any size department. The student must be made aware that "organization" is necessary to accomplish the objectives of proportionate distribution of functions and responsibilities. The division of work in a proportionate manner and the proper placement of personnel are essential for effective results. The student must recognize the value of these fundamentals, and the chain-of-command and the span of control concepts to function effectively. The integration and coordination of inter-unit relationship for a smooth running organization must also be understood by the student.

POLICE PERSONNEL MANAGEMENT 8 HOURS

Instruction in this area should deal with the methods and procedures having to do with the recruitment and selection process, position classification, conditions of employment, promotions, salary administration, employee relations, discipline and others. It should be stressed that a police administrator may not have overall control of such policies if a central personnel agency is in existence. In such cases, responsibilities are leadership and cooperation to provide quality and efficiency. The student should be instructed that the administrator must recognize, regardless of whether or not a central personnel agency exists, responsibilities are to train, regulate and motivate department personnel to provide the most efficient and economic law enforcement service possible.

PERFORMANCE EVALUATION 4 HOURS

Performance evaluation is a highly controversial subject; it should be emphasized to the student that some type of evaluation is justified. The necessity for an appropriate performance evaluation program is the responsibility of the law enforcement administrator. His ability to select an unbiased program and motivate the command and supervisory personnel to participate and execute successfully is imperative. Instruction should include the necessary steps in selecting, preparing, executing and evaluating the system.

INSPECTION AND CONTROL 4 HOURS

This period of instruction should be utilized to acquaint the student with the idea that overall law enforcement objectives are attained by planning, organizing, directing and controlling. Although the police chief is responsible for end results, many of the functions are executed at each level of authority and are obviously out of his immediate range of inspection and control. Therefore, authority must be delegated with accountability to subordinate heads to execute inspection and control at each level of authority down through the chain-of-command to where the task is performed.

BUDGET PREPARATION AND CONTROL 6 HOURS

It should be impressed on the student that it is highly essential for a police administrator to understand budget preparation techniques and the control of budget expenditures in the operation of a law enforcement agency. Instruction should cover all phases of the whole budgetary process with emphasis placed on "source of funds" and the "control of expenditures".

DECISION MAKING AND RESEARCH 4 HOURS

Intelligent decisions that will withstand severe public scrutiny are vital to the effective operation of a law enforcement agency. The student should know of the important role the law enforcement administrator must fulfill in providing clear-cut decision-making guidelines for the individual officer at the operational level, and the results of failing to provide such guidelines.

The student needs to know about the problem of delegating decision-making to subordinates and the resources available for finding factual information which will be helpful in approaching intelligent decision-making.

PLANNING AND DIRECTING 4 HOURS

Instruction should emphasize the need for effective planning on the management level. This is accomplished only through knowledge of the various processes, techniques and proven theories which are adaptive to management skills. The success of a law enforcement agency depends largely on the law enforcement administrator to effectively plan and direct the resources available to him. The student should be encouraged to practice his conceptual skill in the hope of producing new management theories. Concepts successfully practiced in the past have given ground to more recent theories in order to be compatible with the present era. There will be more changes in the future; the administrator should be prepared to institute new theories and practices to cope with the situation.

POLICE AND THE NEWS MEDIA 3 HOURS

Instruction should cover the controversy which often exists in this highly critical area due to misunderstanding on both sides. Class discussion should be encouraged so students can comprehend the meaning of "freedom of the press" and yet realize his own duties and responsibilities to law enforcement. The student should be made aware of the strong influence that police-news media relations have in the total picture of public relations.

TRAINING - MANAGEMENT'S RESPONSIBILITY 5 HOURS

It should be stressed to the student a law enforcement administrator is responsible for instituting and developing an adequate training program to fulfill the needs of the department. The student should be aware the combination of constantly changing events, abandonment of long-standing traditions, student uprisings, the non-conformist, plus the modern concepts of everyday life present the most complex problems ever faced by the law enforcement profession. To cope with the problems emanating from these circumstances requires new concepts, new methods of operation and new attitudes effectively administered by highly trained law enforcement officers. The community has a right to expect the most efficient and economically managed law enforcement agency that is possible. This can only be accomplished through a continuing process of training.

COMMUNICATIONS AND SEMANTICS 4 HOURS

Instruction should make the student aware of the need for effective communications between the various levels of management, supervision and operations from the very top echelon down through the whole organizational structure. The inability to express thoughts in a clear, accurate manner while communicating with others is the reason for much misunderstanding. The student should be made familiar with the flow of communications upwards, downwards and sideways within the organizational structure. Also, how lack of adequate communications in an organization creates suspicion, causes unfounded rumors and results in failure to perform effectively as a team.

DISTRIBUTION OF MANPOWER 4 HOURS

The instructor should assist the student to develop an understanding of problems that will be encountered in distribution of manpower; the need for effective distribution and distribution procedures necessary to fulfill a most important management function. Manpower is the most costly item in the resources available for utilization. The student should be aware of the necessity to plan a method of effective distribution of manpower to fulfill a management responsibility.

POLICE RECORDS 4 HOURS

It is highly important for the student to learn of requirements for a consistent adequate records system in law enforcement agencies. The student must be aware of the importance such a records system has in influencing the control and policy-making decisions on the managerial level of a department as well as all other administrative functions of the organization. The student should be made acquainted with various types of records, origin of the various records, processing and classification of records, the value of such records and their use by outside agencies and control necessary should be discussed.

POLICE COMMUNICATION 4 HOURS

The instructor should outline the various crude methods of communications used in the early years of law enforcement and progress made down through the years. He should be made familiar with the latest methods of present-day communications.

He should learn how latest electronic innovations enable law enforcement to operate more efficiently, provide a greater degree of safety for the officer, as well as a greater deterrence to crime. The student should be made aware of vaious law enforcement communications in the State and limitations relationship of each in regard to overall law enforcement communications.

HUMAN RELATIONS - COMMUNITY RELATIONS 8 HOURS

Student should be made aware of problem between police and public and how adverse relations affect the police image. The student should have a basic understanding as to "why people react differently". The student should be acquainted with the general principles of human relations. He should be enlightened on police attitudes, the public's attitude; effective policing, minority groups, minority viewpoints. Instruction should cover how to participate in programs to improve police-human relationship. Instruction should cover the fact that public opinion will not change unless the police provide the stimulus by changing their own attitudes and behavior. The student should be made aware the police are public employees and this requires proper employee-employer relationship.

MOTIVATION 3 HOURS

Instruction should enlighten the student to understand the basic needs of people, their feelings and how incentives are used to stimulate them towards acquiring these basic needs through their work efforts. The student should understand what it takes to motivate people.

The student should learn something of the psychological requirements needed to arouse the inner drive of a person to cause him to perform satisfactorily. The student should be familiarized with the meaning of aggression, rationalization, sublimation, repression and regression and how these traits influence people's actions and reactions.

FUNCTIONS OF TRAFFIC SUPERVISION 3 HOURS

Emphasis should be placed on the magnitude of the traffic problem, the impact it has upon the public and the administrator's responsibility to help control this problem by better planning, organizing and directing the functions of law enforcement traffic supervision. It should be emphasized to the student that law enforcement personnel highly trained in traffic functions are a necessity for effective traffic control and the reduction of the accident, injury and fatality rate. The law enforcement administrator has the challenge to efficiently plan, organize and direct available resources for effective law enforcement traffic supervision in the community.

CURRENT COURT DECISIONS 6 HOURS

It should be impressed on the student a law enforcement administrator should have reasonable knowledge of current court decisions which effect law enforcement. The impact these decisions have and the need for adjustments to be made by law enforcement to meet the mandate of the courts. It should be emphasized to the student that regardless of what is said or written about the controversial court decisions, they are the law and law enforcement is required to respect the rights of the individual as interpreted by the courts.

OTHER POLICE PROBLEMS 6 HOURS

The student should receive instruction on how to organize and be prepared to handle disasters of all kinds, emergencies, and giving assistance to other agencies in emergency situations. Instruction on how to handle other everyday problems which may be of lesser importance through delegation of authority and the use of inspection and control systems is also necessary.

POLICE ADMINISTRATION OF THE FUTURE 3 HOURS

This period of instruction should outline to the student the technical advances which are taking place in almost every phase of cultural and social development at the present time. Instruction should cover the radical changes that are taking place which are creating problems never before encountered by law enforcement. The student may be alerted to the fact that much will depend upon ability to be flexible and to exercise conceptual skills in which to adapt to present-day environments and the environments of the future.

PUBLIC SPEAKING 6 HOURS

The student should be made aware that ability to speak effectively is most important to an administrator. Instruction should cover how to gather and organize speech material, identify the different types of speeches and the various techniques that can be used for effective speech delivery. Time should be allowed for class members to deliver a ten-minute speech before the class when called upon.

APPENDIX E

EDUCATIONAL PROGRAM

Certificate and Associate Degree Courses

LAW ENFORCEMENT

EDUCATIONAL PROGRAM
LAW ENFORCEMENT PROFESSIONAL AREAS
27 CREDIT HOURS

AREAS	CREDIT HOURS
Introduction to Law Enforcement	3
Criminal Investigation	3
Criminal Law	3
Police Administration and Organization	3
Introduction to Criminalistics	3
Criminal Evidence and Procedure	3
Traffic Administration	3
Deviant Behavior	3
Police Operations	3
TOTAL CREDIT HOURS	27

EDUCATIONAL PROGRAM
LAW ENFORCEMENT PROFESSIONAL AREAS

INTRODUCTION TO LAW ENFORCEMENT 3 CREDIT HOURS

The historical and philosophical background of law enforcement and agencies involved in the administration of criminal justice should be introduced to the student. Development and objectives of law enforcement systems together with organization, administration and technical problems of local, State and Federal agencies should be emphasized. The student should be oriented to the purposes, requirements and opportunities of the law enforcement career field.

CRIMINAL INVESTIGATION 3 CREDIT HOURS

The fundamental principles, concepts, theory and history of investigation should be outlined to the student. A general survey covering methods of investigation, including interviews, interrogations, surveillance and sources of information, should be examined in depth by the student. Case preparation and problems in criminal investigation should be stressed. Investigative techniques of specific crimes, including juvenile offences, should be emphasized.

CRIMINAL LAW 3 CREDIT HOURS

A study in depth of the scope, purpose and principles of criminal law is essential. Emphasis on the role of the Supreme Court, Florida Courts and Statutes, and concepts of constitutional law as it pertains to law enforcement should be made. Analysis of criminal acts against persons and property should be made, together with classification of crimes and examination of selected specific criminal offences.

POLICE ADMINISTRATION AND ORGANIZATION 3 CREDIT HOURS

The student should be introduced to the principles of law enforcement, organization, administration and supporting services as applied to staff functions. Personnel recruiting, training and promotion should be discussed in depth. Planning and research, inspection and control, and policy formulation study should be stressed. Records and communications should be discussed, together with study of functions and activities of other supporting services such as supply, maintenance, transportation and detention facilities.

INTRODUCTION TO CRIMINALISTICS 3 CREDIT HOURS

Student should be introduced to basic scientific techniques of collection, identification, preservation and transportation of physical evidence. Study in depth of techniques of examination of physical evidence within the resources of the investigator or crime scene technician should be stressed. Demonstration or work experience of laboratory criminalistics should be conducted to familiarize the student with laboratory capabilities and limitations.

CRIMINAL EVIDENCE AND PROCEDURE 3 CREDIT HOURS

Student should be introduced to the principles and mechanics of criminal procedure as applied to arrest, search and seizure. Study of legal use of force, degree of force and rights of suspects and arrested persons should be emphasized. Study and evaluation of types of evidence, admissibility, proof, competence and weight should be stressed. Criminal procedures in various courts should be examined and discussed.

TRAFFIC ADMINISTRATION 3 CREDIT HOURS

Student introduction to history, development and economics of a modern transportation system examination should be made in depth of law enforcement traffic engineering, education and enforcement. Techniques of law enforcement investigation and prevention should be studied with examination in depth of traffic problems relative to causes, congestion and accidents. Student should be exposed to field work experience in accident investigation, techniques and procedures.

DEVIANT BEHAVIOR 3 CREDIT HOURS

Student should be introduced to the development of criminal and delinquent behavior and should have understanding of specific law enforcement problems associated with compulsive adult and youth habitual offenders. Law enforcement procedures in handling juveniles and youths should be stressed. Criminal behavior development as relates to casual factors, precipitating factors and opportunities for commission of criminal or delinquent acts should be studied in depth. Special measures and programs pointed toward control and prevention of crime and delinquency should be analyzed and discussed.

POLICE OPERATIONS 3 CREDIT HOURS

Principles of organization and administration as applied to law enforcement operational services should be reviewed. Study of operational elements, including analysis in depth of patrol tactics and procedures, vice, traffic administration and control, and criminal investigation should be emphasized. Study of procedures for organization for major disasters, special traffic problems and handling of communications systems should be stressed.

Study should also be made of procedures and methods used for effective manpower distribution within operational elements and the placement of operational services within the total organizational picture of law enforcement.

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